

### **Cambridge International Examinations**

Cambridge International Advanced Subsidiary and Advanced Level

PSYCHOLOGY 9698/12

Paper 1 Core Studies 1

October/November 2015
1 hour 30 minutes

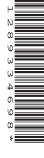
No Additional Materials are required.

#### **READ THESE INSTRUCTIONS FIRST**

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer all questions.

The number of marks is given in brackets [ ] at the end of each question or part question.



# Section A (60 marks)

## Answer **all** questions in this section.

Mann et al. (lying) analysed some behaviours using total times and some as frequencies.

1

	(a)	Identify <b>two</b> of the behaviours analysed using total times.	[2]
	(b)	Describe the difference in results between these two behaviours.	[2]
2		us and Pickrell suggested that a false memory may 'evolve' from fragments of memory, that nother information.	is,
	(a)	What sources of information did Loftus and Pickrell say participants may already have, a include in their false memory?	and [2]
	(b)	How did Loftus and Pickrell explain the inclusion of this information into the memory of false event?	the [2]
3		on-Cohen et al. hoped that the revised eyes test would be better at detecting differences the original eyes test.	nan
	(a)	What did they hope would change about the distribution of scores?	[2]
	(b)	In what way was the revised test better at detecting differences than the original test?	[2]
4	In th	ne study by Held and Hein, a piece of apparatus called the 'kitten carousel' was used.	
	(a)	Describe the different movements made by the active kitten that the carousel reproduced the passive kitten.	for [2]
	(b)	Describe the difference in <b>experience</b> between the active and passive kittens.	[2]
5	In th	ne study by Milgram (obedience) a 'shock generator' was used.	
	(a)	Describe what the participant saw when they pressed a switch on the shock generator.	[2]
	(b)	Explain why these events were important to the study.	[2]
6		heir study, Haney, Banks and Zimbardo used various sources of information to design on simulation.	the
	(a)	Who did the researchers ask about the design of the prison?	[2]
	(b)	Explain why a realistic simulation of a prison was important to the study.	[2]
7	Fron	m the study by Piliavin et al. (subway Samaritans):	
	(a)	Describe the critical area of the subway car.	[2]
	(b)	State how many people left the critical area and explain why they might have done so.	[2]

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8	Tajfel studied intergroup categorisation:				
	(a)	Describe what is meant by validity.	[2]		
	(b)	Explain <b>one</b> reason why this study is valid.	[2]		
9	In the study by Bandura et al., some of the participants were initially rated for aggression by two independent observers.				
	(a)	Explain why the children's pre-existing levels of aggression were rated.	[2]		
	(b)	The aggression scores given to each participant by the two observers were correlated Explain why this was done.	ited. [2]		
10		ud reported that little Hans believed all animate objects (living things) had a 'widdler' (pe he did but that inanimate (non-living) ones did not.	nis)		
	(a)	Explain what this belief led little Hans to expect.	[2]		
	(b)	Outline and explain <b>one</b> dream or fantasy relating to little Hans's widdler.	[2]		
11	Den	nattè et al. studied smells and facial attractiveness.			
	(a)	Name and describe <b>one</b> ethical guideline.	[2]		
	(b)	Explain how this ethical guideline was followed in this study.	[2]		
12	Fror	m the study by Rosenhan (sane in insane places):			
	(a)	Explain why the pseudo-patients were nervous on admission to the hospitals.	[2]		
	(b)	Suggest why the nervousness of the pseudo-patients might have been important to the st	udy. [2]		
13	In th	ne study by Thigpen and Cleckley (multiple personality disorder), IQ tests were conducted.			
	(a)	What were the results of the IQ tests for the two personalities?	[2]		
	(b)	Explain, for <b>one</b> personality, why her score may have been lower than her actual IQ.	[2]		
14	From the study by Billington et al. (empathising and systemising):				
	(a)	Describe the sex ratios of the student participants who were studying physical sciences humanities.	and [2]		
	(b)	Suggest how you could increase the performance of girls on system-related tasks.	[2]		
15	Fror	n the study by Veale and Riley (mirror gazing):			
	(a)	Describe how data were gathered about long mirror sessions.	[2]		
	(b)	In the questionnaire for short sessions, the participants were <b>not</b> asked about distress a resisting mirror gazing. Explain why this omission was important.	after [2]		

### Section B (20 marks)

Answer both questions in this section.

**16** Evaluate **one** of the studies listed below in terms of its contribution to the physiological approach to psychology.

Schachter and Singer (emotion)
Maguire et al. (taxi drivers)
Demattè et al. (smells and facial attractiveness)

[10]

17 Use one of the studies listed below to discuss the use of snapshot data in psychology.

Langlois et al. (infant facial preference)
Nelson (children's morals)
Dement and Kleitman (sleep and dreaming)

[10]

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